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ABSTRACT

This resource guide on competency based teacher education (CBTE) and competency based certification (CBC) states that the degree of explicitness required in CBTE programs and CBC programs and CBC systems is greater than in traditional programs. A CBTE program must specify (a) what the learner is to do, (b) the degree or level of competency expected, and (c) evaluation procedures. The reasons for CBTE growth are then listed as (a) growing pressure for accountability, (b) increasing focus of political action on fiscal issues, (c) the management organization movement, (d) growing stress on individualization, (e) the desire of state education departments to develop more effective certification and standards, and (f) the continued investment of federal funds in CBC. The report points out that certification standards may be changed because of the change in teacher education programs toward CBTE. A key issue in developing CBC systems, according to this report, is whether certification is controlled by state education departments or local school districts. The report states that the two main issues involved in control are the establishment of competencies, and the establishment and operation of evaluation criteria and procedures. It is noted that while there have been many alternatives used in establishing competencies, little has occurred in the area of evaluating competencies. The remainder of this guide presents a list of some of the most comprehensive CBTE module series and an annotated list of materials on CBTE-CBC. (MK)

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RHODE ISLAND DEPARTMENT OF EDUCATION

A RESOURCE GUIDE

"NATIONAL AND REGIONAL DEVELOPMENTS IN COMPETENCY BASED TEACHER EDUCATION (CBTE) AND COMPETENCY BASED CERTIFICATION (CBC)"

FEBRUARY, 1974

22 HAYES STREET • PROVIDENCE, RHODE ISLAND 02908 • 277-2035

INTRODUCTION

The Education Information Center (EIC) has identified a number of topics which appear to be of interest to many educators at the national, regional and local levels. One of the topics, Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC), was selected by the EIC for development and dissemination of an information package designed to provide an overview and bibliographic references on CBTE/CBC.

The purposes of this brief overview are:

1. To define major terms and to review basic differences between traditional approaches to teacher education and certification and competency based teacher education and certification.
2. To consider the factors favoring the development of CBTE/CBC.
3. To discuss the interrelationship between CBTE and CBC.
4. To review national and state actions in competency based certification as exemplified by selected states.
5. To list and briefly describe a few of the most comprehensive competency based teacher education programs.

Additional copies of this information package are available through the EIC. Items cited in the bibliography may also be obtained from the EIC by completing the order form enclosed at the back of the information package.

This information package was prepared for the EIC by John Pitman, Assistant Director, New England Program in Teacher Education, assigned to the Rhode Island Teacher Center.

Definition of Terms and Components

A notable lack of consistency in terminology exists with respect to competency based teacher education (CBTE) and competency based certification (CBC). Even though there are some differences, many writers use the terms performance based teacher education (PBTE) and performance based certification (PBC) synonymously with CBTE-CBC.

CBTE programs and CBC systems are collections of several ideas and methods combined in various systematic ways to produce extensive changes in teacher education and certification. Most of the component parts of CBTE programs and CBC systems have long been known; the "new" aspect of the two concepts results from the way the components are combined.

Traditional teacher education programs are "experienced-based", experiences indicating a specified number of courses in specified areas, including some kind of student teaching experience. These programs serve as the basis for receiving initial teacher certification and consequently for teaching.

The degree of explicitness required in competency-based teacher education programs and certification systems is much greater than in traditional programs. In a CBTE program the following must be clearly specified: (1) what the learner is to do, (2) the criteria--the degree or level of competency expected, and (3) the evaluation procedures to be employed. The program design should be flexible enough to provide for different learning modes (styles of learning) and rates of learning. Program development effort and decision-making process should be cooperative in nature (involve representatives from all involved educational groups).

Origins of CBTE-CBC

Full scale operationalization of CBTE programs and CBC systems is quite recent. Houston and Howsam note that "the real thrust of the competency-based movement as it applies to teacher education appears to have been generated by the U.S.O.E. Elementary Models Project". Developers of each of the ten models relatively independently arrived at an emphasis on competencies.[1] Following funding of the model programs (1969 and 1970) a variety of pilot programs have sprung up in institutions of higher education across the country. Many state departments of education soon realized the potential of CBTE and applied the idea of competencies to certification standards. Schmeider notes the following forces which he feels have accelerated the growth of CBTE-CBC:

1. the growing press of accountability
2. the increasing focus of political action on fiscal issues
3. the management organization movement
4. the growing press for personalization/individualization of education
5. the desire of state education departments to develop more effective certification and standards
6. the continued investment of federal funds in CBC development efforts.[2]

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[1] W. Robert Houston and Robert G. Howsam, Competency-Based Teacher Education: Progress, Problems, and Prospects, Chicago: Science Research Associates, Inc., 1972, p. iix.

[2] Alan H. Schmeider, Competency-Based Education: The State of the Scene, Washington, D. C.: American Association of Colleges for Teacher Education (PBTE Series: No. 9) February 1973, pp. 3-4.

The foregoing reasons for the growth of CBTE-CBC reflect the need for clear statements of desired outcomes in measurable terms and specific evaluation of those outcomes in order to justify programs.

Relationship between CBTE and CBC

All teacher education programs are designed to lead to some type of teacher certification or credentialing. To the extent that teacher certification is tied to teacher education programs, changes in one must result in changes in the other.

All states have developed Standards and Guidelines for State Approval of Teacher Education. Such standards are typically based on national standards developed by various accrediting groups such as the National Association of State Directors of Teacher Education and Certification (NASDTEC). The respective state standards outline minimum requirements for state approval of all programs leading to state certification; once a program is approved, the graduates of that program are automatically certified. New programs may be initiated by the teacher preparation institutions and, if enough support is developed, establishment of new program standards and a new state certificate may result. During all phases of program approval and certification, state department personnel work closely with teacher preparation personnel. Clearly, a change in teacher education programs may bring about a change in program approval standards and/or certification. Conversely, changed program approval standards or certification criteria will force a change in teacher preparation.

Mutual interaction between the state and teacher preparation institutions, then, becomes essential in CBTE-CBC development. The actions of these units, in turn, affect local school districts. Consequently, any serious development of CBTE-CBC in a given state should involve all major educational subgroups during all phases of planning, implementation and evaluation.

A key issue involved in developing CBC systems is the role of the state. The basic question is: "How much control over CBTE-CBC should be maintained by the state department of education?" The answer to this question largely determines the type of operational guidelines which will be developed and implemented by a given state since it establishes the philosophical base for the guidelines. Based upon review of CBC in the fifty states, a model which illustrates this issue was developed by Robert Roth and substantially modified by Ted Andrews.

As shown in the Roth-Andrews Model, Figure I, a given state could theoretically leave all of the decision-making in terms of certification to others (a 0 point on a continuum); in this case there would be complete decentralization of state power. Or a given state could, again theoretically, control all of the decision-making in terms of certification (a 100 point on a continuum); in this case there would be complete centralization of state power. To date, no state is at a 0 or 100 point on the continuum.

FIGURE 1

ROTH-ANDREWS MODEL

	Degree of State Control Over Certification				
	0	5	60	75	95	100
		College developed, approved program approach				
Program Option Utilized	Information on CBTE given to any who request.	Consortia required, but no set competencies or evaluation criteria--operational guidelines for consortia increase as one moves from 5-60.	State now adds generic teacher competencies and other evaluative criteria.	State now adds competencies and evaluative guidelines but evaluation done by institution.	State now establishes all evaluative criteria and actually evaluates candidates.
States	None	Washington New York Vermont Oregon Illinois California Connecticut	Florida Texas Arizona Massachusetts	Utah New Jersey North Carolina Minnesota	None

Practically all states active in CBTE-CBC development use some type of approved program model and require a consortium of some type to develop a given approved program. The foregoing diagram lists fifteen states surveyed as of January, 1973; other states could be added to the diagram at this time. It is also important to note that some of the states noted in Figure 1 might be shifted either up or down. The position in which states are placed is a highly relative judgment. The following list of alternative approaches to consortium operation should help further describe the type of consortium activity utilized by the more active states:

1. High degree of decentralization with major selection of ends left to local consortia - Washington, Vermont
2. State and local consortia with final control given to state group - Texas, Minnesota
3. State and local consortia with state group establishing standards and guidelines and local groups responsible for implementation--major focus on in-service training and re-certification - Arizona, Minnesota
4. Reliance on task forces to develop state plans - Georgia, New Jersey, Illinois
5. Primary control with higher education under state guidelines - Michigan and North Carolina
6. Primary emphasis on pilot programs under process guidelines - New York
7. Responsibility legislated and placed on local school districts - California, Connecticut, Massachusetts.

The two key issues in terms of control are: (1) the establishment of competencies, and (2) the establishment and operation of evaluation criteria and procedures. The following alternatives have been used to establish competencies:

1. Strong emphasis on the development of support materials, i.e., catalogues of competencies, lists of available resources etc. - Florida

2. State developed highly detailed lists of competencies and operational guidelines - North Carolina, Utah

3. State developed competencies through a series of state level task forces - New Jersey, Minnesota

4. Decentralized approaches or reduced state control in establishing competencies:

   a) State groups develop competencies but results are left open to local choice and additional development - Texas, Arizona, Massachusetts

   b) State establishes only general procedural guidelines and local units develop actual competencies - Washington, Oregon, Illinois, California, Connecticut, New York, Vermont.

There is very little concrete action in the area of evaluating competencies. Most states require that evaluation be based on competencies but leave the actual development of evaluation procedures and criteria to institutions of higher education or local school districts. Few evaluation instruments or operational designs are available. The following approaches for the evaluation of competencies are being tried. These approaches are as follows:

1. Series of "Listening Posts" (conferences) where various groups affected by competencies and procedures can react formally to proposed models - New Jersey

2. Process guidelines established by state and local consortia given the task of operationalizing the guidelines - North Carolina, Oregon, New York, Vermont, Washington

3. Evaluation responsibility left primarily with institutions of higher education units - Utah, Minnesota, Michigan

4. Evaluation left primarily with local school districts - Texas (local centers), Arizona, California, Connecticut, Illinois.

In summary, the following issues should be addressed in order to develop a centralized or decentralized state CBTE-CBC system.

1. States have to decide whether or not they want a relatively decentralized or relatively centralized system for CBTE-CBC.

2. If a state opts for a relatively decentralized system they must be willing to accept many possible definitions of pre-service and in-service programs. Further, state guidelines will have to be process oriented with fairly open goals or ends.

   a) Wide representation must be guaranteed and parity among consortium groups must be protected.

   b) If competencies are stated at the state level they should be generic (minimal specification).

   c) Evaluation must be left largely to the consortia.

3. If a state opts for a relatively centralized system they must be willing to establish at least generic competencies in the various certification areas and to develop evaluation criteria for the stated competencies and procedures for overall program evaluation.

   a) Wide representation through task forces or committees will be needed to develop the competencies and overall program models.

   b) Considerable support in terms of money, personnel and materials must be made available, especially if the state decided to mandate its program. This means CBTE-CBC must be given a high state priority.

4. A state may decide to try to concentrate on only pre-service aspects of CBTE-CBC. Again, the state may opt for a decentralized or centralized approach, in which case items under Nos. 2 and 3 will apply.

   a) Evaluation will probably be less debated since the Institute of Higher Education is likely to have major responsibility. The basic change is that evaluation will switch from course objectives to specific competencies.

5. A state may decide to concentrate on only in-service aspects of a CBTE-CBC. Again the state may opt for a decentralized or centralized approach. However, in this case certification categories and evaluation procedures will be directly affected.

   a) In a decentralized approach, a broadly based consortium would be established and primary responsibility would fall on the local education agency.

      1. Evaluation procedures would vary but would be in the hands of local education agency teachers and administrators.

      2. In-service programs would be developed in terms of performance criteria and would probably involve workshop and institution of higher education academic experiences.

   b) In a centralized approach, some type of state level consortium with broadly based representation would be required to establish guidelines for in-service activities and evaluative criteria.

      1. Local evaluative teams or groups would probably have to be established to insure acceptable teacher and administrator representation. These groups would have to develop the specific evaluation procedures and instruments. Process guidelines and/or material support from the state could vary.

      2. A key requirement would be statewide consensus on the competencies for given certification levels and on the evaluation procedures to be employed.

      3. Some type of hierarchial organization would probably have to be established to insure that the entire certification process was consistent across districts.

A general conclusion derived from a review of states' actions in CBTE-CBC system development seems to be that relatively decentralized options are used most often and applied through a consortia to provide broadly based inputs. This approach may be chosen because it enables a state to

better meet area needs. It is also more defensible, given the present scarcity of hard data on the impact of selected competencies and evaluation process for competencies.

Competency Based Teacher Education Programs-National

A large volume of CBTE programs and materials are available, of which only the most comprehensive programs will be noted here. Schmeider lists ten "total" and eighty "partial" CBTE programs, but both categories are larger now. A few of the total programs or comprehensive CBTE module series include:

Florida Materials:

1. B-2 Teacher Education Module - a series of self-contained (packaged), individualized modules which may be used in either pre-service or in-service teacher education programs. There are fifty-one modules divided into eight clusters. Each module includes work materials (consumables) as well as content.

2. Florida Catalog of Teacher Competencies - comprehensive listing of several thousand competencies indexed in various ways.

3. Florida Center for Teacher Training Materials Catalog - comprehensive annotated listing of CBTE training material produced throughout the United States including commercial and instructional material, but not textbooks or journal articles.

4. A Catalog of Protocol Materials in Teacher Education - comprehensive listing of national material; some of this material may be duplicated in the Training Materials Catalog.

Georgia Materials:

1. Competency-Based Education, University of Georgia - a series of instructional modules, program development and research reports and summaries and bulletins (approximately 35 items).

Pitman, John C., Competency-Based Certification: What Are the Key Issues? (NEPTE Working Paper No. 6) New England Program in Teacher Education, Rhode Island Teacher Center, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908, June, 1973.

This working paper provides a review of the conceptual base for competency-based teacher education and presentation of major issues that must be addressed.

Pitman, John C., Summary of Actions Taken by Selected States Involved In Developing Competency-Based Certification Systems, (NEPTE Working Paper No. 7) New England Program in Teacher Education, Rhode Island Teacher Center, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908, August, 1973.

This working paper provides a review of actions taken by fifteen states currently most advanced in developing and operating competency-based certification systems.

Arends, Masla, Weber, Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs, 117 Bacon Hall, 1300 Elmwood Avenue, Buffalo, New York 14222, 1973.

This handbook is designed to show teachers how to develop competency-based modules and would be very helpful to a person who wants a module development "cookbook".

American Association of Colleges for Teacher Education, PBTE Series 1-10, One Dupont Circle, Washington, D. C. 20036.

This series constitutes one of the most comprehensive libraries of thought on PBTE. Each monograph is devoted to a separate topic. Monograph 1, by Stanley Elam is one of the most often cited sources for definitions concerning PBTE. Critiques of PBTE are presented by Broudy (No. 4) and Nash (No. 10). Program descriptions are presented in Nos. 2, 6 and 8. An extensive annotated bibliography is presented in No. 7. Competency-based education and certification efforts in the 50 states are reviewed by Schmeider (No. 9).

Georgia Educational Models, University of Georgia, College of Education, Athens, Georgia 30601, Gem Bulletin Series.

Weber State College, School of Education, Odgen, Utah 84403, WILKITS.

B-2 Teacher Education Modules, State of Florida, Department of Education, Tallahassee, Florida, 1970.

The above listed items are collections of modules developed by noted institutions or agencies. Each set of modules contains a full cross-section of teaching competencies which, taken as a whole, comprise a competency-based teacher education program. Full listings of materials are available on request.

Utah Materials:

1. Weber State Individualized Learning Kits (WILKIT) - the total teacher education program at Weber State is competency based and individualized in the form of modules (WILKITS). There are 85 WILKITS in the teacher education program.

2. Individualized Secondary Teacher Education Program (ISTEP), Brigham Young University - a comprehensive syllabus listing all objectives, instructional activities and evaluation procedures is given to each student and is available upon request.

Other Programs With Developed Self-Contained Modules:

1. CBTE, Clinical Program, Western Washington State College - a personalized program composed of fifty modules which relies heavily on actual field experiences in field centers under the direction of clinical professors (somewhat similar to college supervisors' duties only utilizing much more frequent supervision and consultation).

2. Florida International University - a basic teacher education course in modularized formed and packaged in a course syllabus.

3. Sixth Cycle Teacher Corps Project, Rhode Island College - a program based on a series of modules developed to achieve the thirteen exit competencies established for the project; material is contained in a two volume document entitled, Minimal Competencies for Teaching Interns: A Performance Based Teacher Education Model.

Material and programs noted represent the smallest "tip of the iceberg" concerning the type of action and ferment now in progress throughout the country in CBTE-CBC. The annotated bibliography included in this information package should enable one to pursue in greater depth those topics of particular interest to the reader.

ANNOTATED LIST OF MATERIALS AVAILABLE FROM

THE EDUCATION INFORMATION CENTER

(Materials Available on Loan)

Anderson, Dan W., Cooper, James M. et al. (editors) Competency-Based Teacher Education, McCutchan Publishing Corporation, Berkeley, California, 1973.

This book is a collection of readings on competency-based teacher education; it is composed of two books, each having appeared separately in 1972. Book one contains chapters which constitute an in-depth general analysis of competency based teacher education, contrasting the concept with traditional teacher education programs. Book two focuses on implementation of competency-based teacher education through the application of systems approaches to program development.

Houston, Robert W., Resources for Performance-Based Education, The University of the State of New York, the State Education Department, Division of Teacher Education and Certification, Albany, New York 12210, March, 1973.

This is a comprehensive listing of instructional resources available since 1967 and includes films, slide-tapes, modules, programmed texts and multi-media kits for training prospective and in-service educational personnel.

Houston, Robert W. Strategies and Resources for Developing a Competency-Based Teacher Education Program, N. Y. State Education and Certification and Multi-State Consortium on Performance-Based Teacher Education, October, 1972.

This monograph provides a comprehensive discussion of the total process of programs development with annotated bibliographies for each developmental phase.

Houston, Robert W., and Howsam, Robert, Competency-Based Teacher Education: Progress, Problems, and Prospects, Science Research Associates, Inc., Chicago, 1972.

Each chapter of this book of readings on competency-based teacher education constitutes an in-depth discussion on a single topic, e.g. objectives, consortia, evaluation, etc.

DOCUMENT RESUMES

ED 073 046 "Competency-Based Education: The State of the Scene", Allen A. Schmeider, February, 1973, 82 pp.

This document outlines the Competency-Based Education (CBE) movement in the United States. Following introductory materials, this outline covers the roots of the CBE movement; distinguishing characteristics; degree of participation by states, higher education, teachers, administrators, and community; current resources, a bibliography of significant publications; major issues; and a glossary for CBE. A profile of CBE by state and a list of widely used acronyms are included.

ED 070 753 "Performance-Based Teacher Certification: A Survey of the States", Robert A. Roth, December, 1972, 18 pp.

This report contains information on performance based or competency-based teacher certification in each of the 50 states and the District of Columbia. The existing and/or planned requirements in each of the states for performance-based certification are listed. It is noted that a certification system is considered performance-based when it contains provisions in state regulations providing for performance-based teacher education or accepting demonstrated competency for certification. Therefore, the terms "performance-based" and "competency-based" are used interchangeably.

ED 072 028 "Realities and Revolution in Teacher Education. Report Number 6", Robert A. Roth, December, 1972, 18 pp.

This report is based upon an extensive examination of current teacher education and certification practices in Ohio. Examination of current practices was carried out primarily through written surveys, interviews with key persons across the state, and open hearings. Six areas covered include background and action on the report, pre-service preparation, transition into teaching, professional development of teachers, teacher certification, and organizing for action. Pre-service preparation covers initial training, a 5-year program for teachers, selection of students of teacher preparation, teacher educators, the role of academic professors, and fifth year programs. The transition into teaching indicates the possible areas of difficulties and a new plan for entrance into teaching. The need for professional growth, professional activity, action needed for growth, a district plan, and the role of universities are discussed under the professional development of teachers. A summary of recommendations and an appendix concerning competency-based teacher education are included.

ED 065 477 "Performance-Based Teacher Education: An Annotated Bibliography," American Association of Colleges for Teacher Education, Washington, D.C., August, 1972, 64 pp.

This annotated bibliography on performance-based teacher education is an update of one released in May 1971 by the American Association of Colleges for Teacher Education. With 189 citations, the version contains nearly twice the number of entries as the previous one. The categories under which the entries are arranged have been expanded to include the following: the nature of performance-based teacher education (21 citations); programs (19 citations); kinds of performance (30 citations); modules (7 citations); the improvement of teacher performance (37 citations); the assessment of teacher performance (44 citations); performance-based assessment of teacher certification (20 citations); and attitudes of professional organizations (7 citations). A 5-item bibliography of bibliographies complete the document.

ED 065 474 "Four Proposals Regarding the Certification and Professional Development of Michigan Teachers," Michigan State Department of Education, May, 1972, 23 pp.

This paper presents four recommendations of the Michigan State Board of Education regarding the certification and professional development of Michigan teachers. The proposals are that (a) a system of fees be charged for teacher certificates and permits, (b) a competency--or performance-based certification system be developed, (c) a comprehensive professional development program be developed, and (d) a commission on teacher certification and professional development be established to work directly with the State Board of Education. The recommendation, background and rationale, implementation, and additional information is presented for each proposal. Appendixes include suggested language to amend the general laws to authorize a system of fees for teacher certification, fees required for certification by each state, and the proposal statute.

ED 055 975 "Certification of Educational Personnel," B. Othanel Smith, 1971, 22 pp.

Discussion of licensing educational personnel has focused on three levels of criteria: (1) academic proficiency, (2) ability to perform skills and behaviors deemed essential to teaching, and (3) ability to produce changes in pupil behavior. The optimum criteria would be a mix of the first and second levels, since there are too many uncontrolled variables in measuring the effect of teaching on student behavior. These criteria should be applied by a teacher evaluation system independent of the training institution. The evaluation system would require a catalog of skills and behaviors to be developed under the supervision of a national commission including representatives of all interested groups. The licensing of specialized personnel should be the responsibility of the teaching profession through a system of extra legal "specialty boards." With financial support from the U.S. Office of Education and state departments of education, these boards would certify

reading specialists, curriculum specialists, teacher training specialists, and so on. Initial entry-level certification by the state would be a prerequisite to certification by the board. This new type of certification will require reconstruction of teacher training at both preservice and inservice levels, which in turn will necessitate greater cooperation between the U.S. Office of Education, state departments of education, public schools, and universities.

ED 048 125 "Parsing the Paradox: Assuring Quality in School Personnel Preparation," Alvin P. Lierheimer, 1971, 17 pp.

Despite recent calls for changes in teacher certification, there are many questions to be considered before changes are made. Some of these questions are: What are the basic qualities and abilities that a teacher must have? Who will decide on these qualities and abilities? How will they be measured? Who needs to be certified? The trend toward accountability and performance criteria for certification is an encouraging step, but it is just a step. Such an approach needs further consideration in order to develop a rationale and workable procedures. Another change being demanded is to give teachers control over entry into the profession. This too is a good idea, but before teachers can be given such control they must present a feasible plan. There are many other problems and paradoxes which complicate the issue of teacher certification, such as the conflict between human and intellectual values, student attitudes toward education, and efforts to recruit minority group members into teaching while still maintaining high standards.

ED 058 208 "A Selected Annotated Bibliography on Teacher Preparation and Certification," Holly D. S. Smith and Daniel J. Dieterich, October, 1971 19 pp.

This annotated bibliography was prepared for usage by the National Council of Teachers of English. Its purpose is to collect and describe documents dealing with current theory about teacher preparation and certification and its relationship to effective teaching and the teacher's role in a changing society. It contains 103 entries. Both traditional and innovative methods and criteria for teacher preparation and certification are covered.

ED 076 554 "What Has Been and Should Be the Role of State Education Agencies in the Development and Implementation of Teacher Education Programs (Both Pre and Inservice)? A Review and Analysis of Literature," K. F. Daniel and J. W. Crenshaw, September 3, 1971, 138 pp.

This book presents a broad, detailed, and documented discussion of the role of the state in teacher education. The book is divided into three chapters: the role of the state education agencies; the role of the state education agencies as applied to teacher education (which includes discussions of teacher certification and teacher education program approval); and state

education in three different states, Washington, Florida and New York, each moving towards changes in teacher education. Each chapter presents the historical background of the subject, with appropriate documentation, and notes pertinent books on the subject as they become relevant in the course of the discussion. There is a selected bibliography.

ED 055 028 "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel," Washington Office of the State Superintendent of Public Instruction, Olympia, July 9, 1971, 25 pp.

These guidelines and standards supercede those which have been in effect since 1961. They provide for three types of certificates: teacher certification, administrator certificate, and educational staff associate certificate. For each certificate type there are three levels: preparatory, initial, and continuing. The guidelines provide for colleges, professional associations, and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals. The process standards for development and implementation of programs which are outlined in the body of the document are discussed and interpreted in three appendixes, with poarticular emphasis given to guidelines for cooperative relationships between participating agencies.

ED 056 991 "Performance Based Certification," Patricia M. Kay et al, June, 1971, 62 pp.

This annotated bibliography contains 115 citations ranging in date from 1957 to 1971. References are divided into five sections: (1) teacher certification and selection; (2) teacher education; (3) modeling, feedback and audiovisual media techniques; (4) observation, measurement, and evaluation; and (5) research on teacher characteristics. When available, ERIC, author, AERA, or other abstracts have been included with the citation.

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